

## Preliminary PK – 3 ECE Specialist Instruction Credential Evidence Guide

### Standard 4: Equity, Inclusion, and Diversity

*The purpose of this document is to assist prospective PK-3 ECE Specialist Instruction programs in responding to Program Standard 4: Equity, Inclusion, and Diversity. In the following table, the standard is divided into sections to ensure that prospective programs address each aspect of the standard; however, in design and implementation, these themes may be interwoven throughout the program coursework and clinical practice. Please note that there is no corresponding TPE for this standard; rather, both candidate and program expectations exist together within the standard. In responding, brief narratives are acceptable, but please be judicious about the length of your response. Unsubstantiated claims/narrative will not be sufficient. Please include the following.*

- *evidence from authentic sources such as examples of assignments and assessments, identified program policies, excerpts from handbooks, examples of instructional materials, documentation, and/or reflections.*
- *a direct link to the specific location of the evidence (i.e.: page or section) within the materials.*
- *a limited narrative providing context for how the linked evidence addresses the relevant portion of the standard.*

Program Standard 4: Equity, Inclusion, and Diversity	Evidence Guidance
<p>The program provides each candidate with an opportunity to learn and apply theories and principles of educational equity for purposes of creating and supporting socially just learning environments.</p> <p>Through <b>coursework and clinical practice</b> experience, candidates will (see a-g below):</p>	<p>Please provide a brief (250 words maximum) narrative explaining the program's approach to addressing</p> <ul style="list-style-type: none"> <li>• how and where equity, inclusion, and diversity are incorporated throughout the program.</li> <li>• how candidates are provided with formative feedback on the effectiveness of their implementation of strategies to address equity, inclusion, and diversity.</li> </ul>
<p>(a) Examine their personal attitudes related to issues of privilege and power in different domains including age, gender, language, race, ethnicity, sexual orientation, religion, ableness, and socioeconomic status</p>	<p>Provide evidence from both coursework <b>and</b> clinical practice where candidates:</p> <ul style="list-style-type: none"> <li>• are introduced to and provided opportunities to examine, practice, and apply their understandings of the concepts of privilege &amp; power, including each domain identified in the standard.</li> <li>• relate issues from each domain to their personal attitudes.</li> </ul>

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(b) Learn ways to analyze, monitor, and address these issues at the individual and system level	<p>Provide evidence from both coursework <b>and</b> clinical practice where candidates:</p> <ul style="list-style-type: none"> <li>• learn how to recognize issues of privilege and power at the individual and system level.</li> <li>• demonstrate understanding of how to analyze, monitor, and address issue of privilege and power at both the individual and system level.</li> <li>• are provided opportunities to analyze, monitor, and address these issues at the individual and system level.</li> </ul>
(c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other early childhood program policies	<p>Provide evidence from both coursework <b>and</b> clinical practice where candidates:</p> <ul style="list-style-type: none"> <li>• are introduced to the concepts of explicit and implicit racial bias</li> <li>• demonstrate understanding of how biases manifest and impact policies for instruction and classroom management as well as other early childhood program policies.</li> </ul>
(d) develop an understanding of the role of the teacher in creating equitable learning opportunities and outcomes in early childhood education settings.	<p>Provide evidence from both coursework <b>and</b> clinical practice where candidates:</p> <ul style="list-style-type: none"> <li>• are introduced to the role of the teacher in creating equitable learning opportunities and outcomes in early childhood education settings.</li> <li>• demonstrate understanding of the concepts described in the standard.</li> </ul>
<p>(e) The program provides opportunities for candidates to learn how:</p> <ul style="list-style-type: none"> <li>• to identify, analyze and minimize personal bias,</li> <li>• policies and historical practices create and maintain institutional bias, and</li> <li>• teachers can help address any identified inequity.</li> </ul>	<p>Provide evidence from both coursework <b>and</b> clinical practice where candidates:</p> <ul style="list-style-type: none"> <li>• are provided opportunities to identify and analyze personal bias and inequity.</li> <li>• are provided opportunities to minimize personal bias and help address identified inequities.</li> <li>• are introduced to the concept/theories of how policies and historical practices create and maintain institutional bias.</li> <li>• demonstrate understanding of <b>each</b> of the concepts described in the standard.</li> </ul>

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(f) The program prepares candidates to improve growth, development, and learning for all children by examining teaching, learning, children’s engagement, family and community involvement, and other supports for learning and access for all young children.	<p>Provide evidence from both coursework <b>and</b> clinical practice where:</p> <ul style="list-style-type: none"> <li>the program prepares candidates to <ul style="list-style-type: none"> <li>improve growth, development, and learning for all children.</li> <li>examine teaching, learning and children’s engagement.</li> <li>examine family and community involvement.</li> <li>examine other supports for learning and access for all young children.</li> </ul> </li> <li>candidates demonstrate understanding of <b>each</b> of the concepts described in the standard.</li> </ul>
(g) The program ensures candidates understand the importance of building on children’s strengths and assets as a foundation for supporting children’s growth, development, and learning, especially children who are multilingual language learners and children with disabilities or other special learning needs.	<p>Provide evidence from both coursework <b>and</b> clinical practice where:</p> <ul style="list-style-type: none"> <li>the program introduces and addresses <ul style="list-style-type: none"> <li>the importance of building on children’s strengths and assets.</li> <li>using children’s strengths and assets as the foundation for supporting growth, development, and learning.</li> <li>how building on strengths and assets impact multilingual language learners and children with disabilities or other special learning needs.</li> </ul> </li> <li>candidates demonstrate understanding of <b>each</b> of the concepts described in the standard.</li> </ul>